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ABSTRACT

This paper is the result of a symposium called to discuss a two-year, multiuniversity development project which attempted to assist in advancing the role of women in education. The purpose of the project, commissioned by the University Council for Educational Administration (UCEA), was to design, develop, validate, and disseminate instructional materials for use in meeting the training needs of five groups, including women preparing for educational leadership, present professors of educational administration, and other decision-makers. A three-dimensional model of change was used that consisted of the three process stages of design, development, and dissemination. Within each of these stages, changes were recorded in individuals, small groups, and the environment as a result of the increasing social interactions, the acquisition of new skills and knowledge, and the critical feedback that project personnel provided to each other. According to the report, a noticeable difference was found in the degree of acceptance of, commitment to, and support for women's educational equity in UCEA. The paper concludes that UCEA and its members have become more cognizant of the role they can play in bringing about compliance with Title IX legislation. Also, the concept of women's equity in education is now an integral part of UCEA's mission to improve preparation programs for school administrators. (Author/LD)

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A 3-D Interpretation of Changes Induced By The Creation of Training Materials

An Overview

by

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Three years ago the University Council for Educational Administration (UCEA) convened a Task Force on Women in Educational Administration and commissioned them to identify problems that limit the advancement of women in education and to make recommendations concerning the means by which UCEA could intervene in addressing those problems. Among other things, the Task Force noted the paucity of training materials that would assist educators in altering attitudes and increasing knowledge and skills to advance the role of women. The Task Force, thus, recommended that UCEA develop instructional modules appropriate to meet the training needs of diverse groups in promoting equality of educational opportunity for women.

The Women's Program Staff of the United States Office of Education funded this two year project, the purpose of which was to design, develop, validate and disseminate instructional materials for use in meeting the training needs of five distinct target groups. The target groups and the UCEA member institutions responsible for developing the materials include: 1) Women Preparing For Educational Leadership - Boston University; 2) Educational Administration Trainees (male and female) - The University of Iowa; 3) Professors of Educational Administration - Georgia State University; 4) Policy Makers and Decision Makers in K-12 Systems - The Ohio State University; 5) Policy Makers and Decision Makers in Post Secondary Systems - Indiana University.

A sixth module was developed at the University of Tulsa (during the second year) that synthesizes the key content areas

derived from the initial five modules. The sixth module serves as an introduction to the other modules and it is designed for a more general audience that would include anyone interested in eliminating sexism in education.

Many of the professional personnel associated with the project were provided with unique learning experiences. For some it was the first time they had a) participated in the creation of training modules, b) received critiques of their work from colleagues and other professionals, c) responded to the requirements of a governmental agency, the USOE, and d) worked in a multi-university, multi-faceted cooperative project. These experiences understandably proved to be significant in the professional lives of the individuals involved in achieving the project goals.

It is the purpose of this symposium to share insights and perspectives of some of the persons who were most closely involved in the project. The presenters will give their perceptions of the changes that took place in individuals, groups, and the environment during the various stages of the project.

A 3-Dimensional model of change, as presented in this symposium, is conceptualized as a 3 X 3 matrix that consists of three process stages, i.e., design, development, dissemination, with each stage impacting differentially on the individual, the small group (or team, as termed in this project), and the environment. A visual representation of the 3-D model is illustrated below:

Figure 1. A 3-D Model of Change

	Design Stage	Development Stage	Dissemination Stage
Individual			
Small Group			
Environment			

The rows of the matrix represent the settings in which change took place, i.e., the individual, the small group, and the environment. The columns represent the stages at which intervention occurred, i.e., the design, development, and dissemination stages.

During the design stage, decisions were made regarding the scope, content, and medium of presentation of the products. Goals were identified and prioritized; mock-ups or prototypes were developed and critiqued. This stage in the development process afforded individuals and groups an opportunity to gain a clearer conception of the nature of the project and the expected outcomes. Additionally, it was a time of team-building and trust-building.

During the development stage, product prototypes were revised, modified and refined. The social interactions at this time were basically that of sharing ideas, resources, and offering support.

The thrust during the dissemenation stage was on creating an awareness of the materials' availability and on encouraging

potential users to put them to use. There were discernible increments of positive change in individuals, groups, and the environment toward the use and worth of the final products.

The 3-D Model of Change depicts the articulation of the individual, the small group, and the environment with each stage in the product development process. Within each of the cells, changes in the individual, the small group, and the environment occurred as a result of the increasing social interactions, the acquisition of new skills and knowledge, and the critical feedback which project personnel provided to each other.

In viewing the matrix, it might appear that change was manifested in discrete cells or entities, but this was not the case. The cells or categories are not mutually exclusive. Individuals and groups within their respective environments, on some occasions, could have been involved in one or more tasks or stages at a given point in time. To ensure the smooth functioning of the project, it was necessary to employ adequate coordination procedures.

The articulation and unifying aspect of this multi-dimensional and multi-university project was facilitated through a Coordination Unit that was centrally located at UCEA headquarters in Columbus, Ohio. The primary function of the Coordination Unit was to ensure optimum conditions for achievement of the project goals within the specified time-frames. Coordination activities were continuous, and their purpose was to provide each development

unit assistance in planning and to offer support and other resources essential to the conduct of the project. Coordination was continuous andwas used to facilitate those activities that were generic to the project as a whole.

Quality control was maintained by setting standards of excellence for all products to be developed. Procedural guidelines were developed and policies were established which were understood and accepted by project personnel, nence there was continuity of purpose across all development units and the coordination unit. On-going communications and interactions among all units were sustained via meetings, conferences, written communiques, on-site visits, telephone calls and the like.

The coordination unit served as a repository for information processing, that is, information emanating from external environments (related literature, requirements of the Women's Program Staff, professors, women's organizations and others) as well as information from internal environments (development units, coordination unit) was synthesized and shared among the development units. In essence, the coordination unit functioned to assist the development units in synchronizing their planning, designing, production, and validation activities.

It is important to note that change, also, took place within UCEA itself. At its inception, very few of the member professors of UCEA showed interest in or enthusiasm for the project. It was suggested by some that women's equity was not an issue

that was consonant with UCEA's mission. Often-times when issues were discussed and decisions made concerning the project, it appeared that some UCEA members were just being tolerant or polite in their deliberations. With the passage of time, however, more and more professors within the UCEA network became involved in the project thus, there was greater interest and acceptance of its goals and activities. The change was gradual and was by and large, a consequence of professors' involvement in critiquing tentative products, assisting in planning and arranging the validation institutes, and testing the prototype materials in their institutional settings.

One of the most gratifying experiences occured at a recent national conference when some of the media components were demonstrated for the UCEA plenary body. The response from the group indicated that they were pleased with the exceptionally high quality, both technical and content, of the products. The commendations were numerous and many of those present indicated that because of their exposure to the products they had become more sensitive to some of their stereotypic comments and behaviors toward women.

It is my belief that UCEA and its members have become more cognizant of the role they can play in bringing about compliance with the letter and intent of Title IX legislation and they have become more conscientious in their own compliance activities. The issue of women's equity in education is now considered an integral

part of UCEA's mission to improve preparation programs for school administrators. Individuals, staff, and member professionals in the organization are providing both moral and political support to this goal. I do not wish to suggest that we have arrived at a satisfactory state of equality for women, but I do believe there is a noticeable difference in the degree of acceptance of, commitment to, and support for women's educational equity in UCEA which can be attributed to the activities and relationships that emanated from this project.

During the remaining segments of this symposium, Dr. Robinson[1] will discuss the change processes that took place at two levels within the design stage of the model, i.e., changes with the individual, the group (development units) and the environment. She further will provide perspectives on the differential effects of change at each level within the design stage.

Dr. Silver[2] will identify the changes that took place during the development of the instructional modules. She will discuss the growth and development in social interactions between and among individuals, groups and the environment. Additionally, she explores three sub-processes (critical review, pilot testing, and technical production) utilized in product development.

Dr. McCarthy[3] offers another perspective. She will discuss the change and process that took place during the dissemination stage. Her observations of individuals, groups, UCEA and participating institutions in interaction during the dissemination

stage of the project reveal some interesting results. She explores possibilities for future dissemination activities among the six interlocking teams.

Within the three stages, design, development, dissemination, changes were induced and observed at each level of participation; some were positive, negative, rewarding, restraining, anticipated, and unanticiapted. A more in-depth discussion of these consequences and their effects on the individuals , groups, environment will be the subject of the presentation by Dr. Maxey.[4] He will give an assessment and analysis of the dynamics of change between and among each of these functionaries.

In sum, our purpose is to provide information that, hopefully, will increase ones understanding of the product development process and its potentialities for inducing change in individuals, groups, and the environment as it was experienced by those who were intimately involved in this two-year multi-university module development project to assist in advancing the role of women in education.

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